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ADULT EDUCATION DEGREES IN FINLAND ARE OFFERED ONLY AT THE INSTITUTE OF ADULT EDUCATION OF THE UNIVERSITY OF TAMPERE. STUDY IS PURELY THEORETICAL WITH EXAMINATIONS BEING GIVEN AT THREE LEVELS. MOST OF THE RESEARCH ON ADULT EDUCATION HAS BEEN CONDUCTED BY THE INSTITUTE. BEGINNING IN 1873 WITH LECTURES AT A WOMEN'S ACADEMY AT THE UNIVERSITY OF HELSINKI, UNIVERSITY EXTENSION LATER PROVIDED SUMMER PROGRAMS OF SCIENTIFIC STUDIES AT THE UNIVERSITY OF UPSALA AND CONTINUATION COURSES FOR TEACHERS AT HELSINKI. AFTER 1928, HELSINKI GREATLY EXPANDED ITS PROVISION FOR ADULT EDUCATION WITH LECTURES, STUDY CIRCLES, CORRESPONDENCE COURSES, SUMMER PROGRAMS AND CONTINUATION COURSES FOR ELEMENTARY SCHOOL TEACHERS BUT THERE HAS BEEN NO URGENT DEMAND FOR UNIVERSITY EXTENSION SINCE THE FOLK SCHOOLS, CIVIC AND WORKERS' INSTITUTES, AND STUDY CIRCLES HAVE ADEQUATELY MET EDUCATIONAL NEEDS. UNIVERSITY EXTENSION COULD PERHAPS BEST CONTRIBUTE BY CONDUCTING NEEDED RESEARCH AND PROVIDING BASIC AND CONTINUATION TRAINING FOR ADULT EDUCATORS. SUMMER UNIVERSITIES, PROVIDED BY THE PERMANENT UNIVERSITIES, ARE SIX-WEEKS PROGRAMS ARRANGED THROUGHOUT THE COUNTRY WHICH INCLUDE BASIC COURSES IN ACADEMIC SUBJECTS, EXAMINATIONS FOR THE LOWEST UNIVERSITY DEGREE, REPETITION COURSES OF SECONDARY SCHOOLS, COMPLEMENTARY TRAINING AND FREE INSTRUCTION. THESE ARE SUPPORTED BY THE GOVERNMENT, THE HOST TOWN, AND BY STUDENT FEES. THIS DOCUMENT IS A SPECIAL ISSUE OF "ADULT EDUCATION IN FINLAND," VOLUME 4, NUMBER 2, 1967. (PT)

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ADULT EDUCATION IN FINLAND

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KANSANVALISTUSSEURA

TO THE READER

This issue deals with the relations between adult education and universities. These relations are gaining in importance in Finland. The basic and continuation training of adult educators is under discussion at present. On one hand, those intending to enter this field have to receive a theoretic basis sound enough and fundamental information of adult educational activity in practise during their study-time. On the other hand we must discuss how those already working in adult education can and want to continue completing their knowledge. Universities naturally occupy a central position on both levels. We need likewise more and more scientific research of adult education. In recent years the discussion about university extension — up till now rather inconsiderable in Finland- has also become more intense. The growth of the activity of summer universities and the like has been almost explosion-like in Finland during the last few years; this work is also presented to our foreign friends.

Some words about our writers. Professor Urpo Harva and Erkki Karjalainen, M. A., are employed at the University of Tampere, Harva as professor of adult education. Yrjö Larmola is chief editor of the Student Journal published by the Student Union of Helsinki University.

ADULT EDUCATION AT THE UNIVERSITY OF TAMPERE

URPO HARVA

The High School of Social Sciences started its activity in Helsinki in 1930 and was moved to Tampere in 1960. At the beginning it had only one faculty, that of Social Sciences, but in Tampere two hew ones, Humanistic and Economic-Administrative, were established. The name was changed into the University of Tampere in 1966.

From the very beginning lessons were given in adult education in the High School of Social Sciences. The instruction was given by a university teacher up to 1945 at which point of time the post was given to a professor. The University of Tampere is the only university in our country in which adult education is represented.

The MA degree includes three or four subjects at this university. One of them may be adult education. By now one person has taken his doctor's degree in adult education.

Adult education is mainly studied by the students who intend to be full-time adult educators. One intending to be an adult educator need not necessarily study adult education at university, and as there are many students from other universities who become adult educators, only a part of them have studied adult education at the university of Tampere. The student numbers of the University of Tampere have however grown up immensely during the last few years and it is to be expected that more and more adult educators will take their degrees there and that they will include adult education as one subject in their MA degrees. This autumn 60 students started to study adult education.

Three exams of different levels may be taken in adult education: we call them the approbatur (lower), the cum laude (middle) and the laudatur (higher) levels. Most students are satisfied with the lower level, but in recent years more and more students have done the laudatur level. Those taking it have first to do the approbatur and cum laude levels.

The students of the approbatur study the following subjects both by means of lessons and literature: theory of education and adult education, organisation and legislation of adult education in Finland, methodics in adult teaching, and psychology of education and learning. In the cum laude level deeper knowledge is required in these subjects by means of lessons, but mainly of literature. Moreover studies include adult education abroad, sosiology of education, cultural philosophy and problems of leisure.

The students of the laudatur level specialise themselves on one of the

following areas: 1. sosiology of education 2. cultural philosophy 3. problems of university teaching, especially university extension. The student has to participate in a seminar for one year and write a thesis of about 100 pages on some problem of adult education.

The literature done on both the cum laude and laudatur levels is mainly English and German. The student of the approbatur, cum laude and laudatur is supposed to familiarise himself with altogether c. 30 works. It usually takes about 3 years to do all the three levels.

The study of adult education at the University of Tampere is purely theoretical, that is, no practical exercises are included. This often makes it difficult also to understand the theoretical questions. The intention is to include even some practical exercise in the study in the future.

Adult education is taught now by one professor and two assistents, who form the Institute of Adult Education.

Most of the researches on adult education made in our country in recent years have been made in the Institute of Adult Education and also in the research institute of the university. Maybe this research has contributed more to adult education in our country than the instruction of adult education in the University of Tampere.

During the last few years the Institute of Adult Education has arranged courses of one week for those already working in adult education, and mainly for adult educators in leading positions, in summer. The number of participants has been small, but despite the meaning of the courses has to be regarded very great, because the lectures hold during the courses have been published in a book.

The West-German adult education organisation, Deutscher Volkshochschul-Verband, has yearly granted some fellowships to the Institute of Adult Education, by means of which some students have been in West-Germany for some months and collected there material for their laudatur thesis.

There does not really exist university extension in Finland. Now the intention is however that the Institute of Adult Education at the University of Tampere should start experimenting in this field at a very modest scale at least in the beginning. It would have three tasks: 1. bring the adult education of academic level into the field of adult education and gather experience from the success of this kind of work in Finland; 2. familiarise university teachers with adult education and awaken their interest in its research; 3. together with this activity give the students of adult education an opportunity to familiarise themselves with adult education in practice.

UNIVERSITY EXTENSION IN FINLAND

ERKKI KARJALAINEN

One of the outstanding turning points in the history of liberal adult education was the emergence in England towards the end of the last century of the conception that the universities should not confine their educational activities to a certain social class, to one sex and to persons of a particular school background, but that every individual of suitable capabilities and inclinations should have access to higher academic education. The universities should thus seek also to meet the educational needs of the people at large. This change in attitude was the point of departure for a movement to extend the universities, the earliest manifestation of which was the extramural lecturing in Cambridge University in 1873 at the instigation of James Stuart. In England the movement gradually spread to all universities and became the main mode of activity for liberal education. And encouraged by the example of the English many countries soon began to experiment in this extension and to put it into practice, though the forms and objectives of the work were to develop differently in each case. Today the university extension movement is known almost everywhere in the world, for there were by last year at least 67 countries in which universities and colleges were pursuing its principles. In some cases, for example the U.S.A., it has become the dominant institution in adult educational work. In many countries again, for instance the Scandinavian lands, it remains on an experimental basis or is practised on a somewhat modest scale. This is certainly true of Finland, where experimentation in this field has been going on for a considerable time.

The first signs of such a development in this country came particularly early, for as far back as the years 1873—75 certain teachers in the University of Helsinki have lectures for audiences outside the student body. These lectures were intended mainly for women, who at that time were not entitled to a university education. Hence the undertaking acquired the name Women's Academy. However, this restricted activity came to an end after only two academic years. It is clear that the inspiration for this effort came not from the extensions in Cambridge in the same year but rather from the earlier lecturing activities of James Stuart, acting from 1867 onwards under the auspices of the North of England Council for Promoting the Higher Education of Women.

University extension work in Finland received new stimulus only in the 1890's, when impulse came by way of Sweden from one particular form of this work taken up in England. In 1893 the University of Upsala arranged summer meetings similar to

those held in English universities, above all in Oxford and Cambridge, as far back as the 1880's. A number of Finns participated in the Upsala assemblies, and on their initiative the University of Helsinki offered both Finnish-and Swedish-language courses in the following year. The courses for the Finnish-speaking participants were thereafter regularly resumed each year up to 1910.

These university meetings gathered on each occasion some hundred participants from all strata of Finnish society. The programmes comprised a great number of lectures on a variety of scientific subjects. It would seem, however, that the courses proved too demanding for many, and in the form they took did not correspond to the receptive capacity and the cultural needs of their audiences. Those who were unaccustomed to academic study returned at the end of the meetings "physically and mentally exhausted". These courses were nevertheless the first serious attempt in Finland at the institution of a university extension movement.

Within the same sphere of activity fall the university continuation courses held by Helsinki University from 1907 on for the benefit of elementary school teachers. The basic principle here was that teachers who had received their professional training in teachers' training colleges might profit by study in university surroundings in gaining deeper intellectual insight which would bring them new stimulus in their teaching work. These courses have continued fairly regularly and have enjoyed remarkably good attendance. However this particular mode of university extension caters of course for only a small and exclusive section of society.

The Civil War which ensued upon the achievement of independence in 1918 brought some kind of impetus to university circles in the effort to raise the educational standard of the people. The then Rector felt that the cultural work carried out by other institutions hitherto had failed, and that in the light of insights gained in the Civil War liberal educational work should be set on a new footing. A more active approach to extension was hence expected on the part of the University, but such hopes were disappointed. No practical enterprises were forthcoming from that quarter.

It was not until 1928 that a new, more vigorous phase of development commenced in university extension here. In that year the Rector of Helsinki University, Antti Tulenheimo, stressed the need for an expansion in the University's function in public education. This initiative, together with the arguments put forward for it, was warmly received in the various institutions of adult education. A committee was formed to work out the extension plan and the application to the State for funds to support it brought a favourable response in the same year. The plan this committee drafted comprised modes of university extension activity which had proved successful in application in England. Efforts were naturally made to evolve them in keeping with Finnish conditions and adult educational institutions already existing here. The programme envisaged mainly lecture activity both within the framework of the university and in other parts

of the country. Out of the highly successful English tutorial class were developed both the study courses in the University and the university study circles elsewhere. The latter were to be organised in collaboration with the various study circle organisations functioning in Finland, and in addition to this main mode of activity the overall plan involved correspondence courses, the summer meetings already mentioned, and the continuation courses for elementary school teachers.

Prerequisite to the plan was the establishment in the university of a separate committee for extramural studies such as the English universities had already formed. Chairman of the committee would be the Rector, and the body would comprise representatives appointed on the one hand by the University, on the other by the organisations for adult education. Although some of the leading figures in the field of liberal adult education had their criticisms of the programme, they nevertheless placed great hopes in the tutorial system. They also expressed satisfaction with the prospect that university extension was not to be confined to the capital but developed also in other parts of the country.

When the plan began to be put into effect in the autumn of 1929 many of its modes of activity met with a favourable and enthusiastic reception. The effort to evolve the whole field of adult educational work in Finland was manifested in the fact that the first lectures were held for adult educationalists representing the various branches of this work. The course drew as many as 120 participants from all over the country. One of the results of the gathering was the establishment of a university study group to consider the particular problems of adult education. This group subsequently functioned for a number of years under the leading theorists of the movement.

A more extensive form of work evolved in the lecturing activities directed to the rural areas. In Finnish conditions lecturing was the easiest of the possible modes to organise. The number of lectures given in the first work session reached a total of about 300. Over 100 university teachers registered their willingness to undertake lecturing duties. Of the requests for lectures, however, hardly a third could be met owing to the limited amount of available funds. Of the applications to be considered those were given precedence which came from outlying districts which had otherwise no adult educational facilities. In the initial enthusiasm the lectures drew anything from 300 to 1.000.

The number of tutorial-type groups established remained small, so that in the couple of years of experimentation there was little chance to accumulate experience. In any case the numbers registering for those established were considerable, sometimes over 100. In 1929 the university summer meetings were also held, but the experience gained sufficed to convince the organisers that this particular mode of work did not fulfil its purpose.

It looked as if university extension had at last got under way here, but the development was soon to be interrupted. As a result of the world-

wide slump Parliament reduced the funds already granted in 1930, and in the middle of 1931 the money allotted for that year were withdrawn altogether. Although after a few years the crisis passed and by the end of the 30's Finland had achieved a prosperity and welfare hitherto unknown to her, university extension work was never resumed on the same scale again. True, the State granted funds again for the purpose at the end of the decade, but the sum was a small one, and activity in those years was restricted to the continuation courses for elementary school teachers, to courses for educational workers in out-of-the-way areas, and to lecture activities. The latter work was in fact particularly extensive some years, some 400 lectures being held for example in 1938. In 1939, however, the outbreak of the Second World War put a stop to university extension work altogether.

Since the War extension work in Helsinki University has been on a very limited scale owing to the scarcity of funds. Within the university the prominent adult educational body to continue activities has been the committee for extramural studies. In 1963, for example, it had at its disposal only 8.000 marks — about a thousand pounds — in grants. On this basis restricted lecturing activity was maintained. This university committee draws up lists of lecturers for the use of other adult educational institutions and acts as a mediator for lecture requirements as far as its funds will allow. The number of lectures in 1963 was only 85, the greater part of these being held in the folk high schools and civic institutes. This lecturing activity is at present of a temporary character, not connected with any continuous systematic study programme. University extension is thus, apart from being minimal in scope, still at the elementary stage in the development of its methods from which university extension work in England and other countries took its departure in the nineteenth century.

Finland's second-largest university, Turku, appointed a special committee for extramural studies in 1931. Its possibility of practical activity, however, has been limited. University teachers have been sent out to other areas to give lectures, the total being some 20—40 a year. The effort to intensify the work of adult education is manifested in the arrangement of a number of occasions of scientific lecture courses in the university. Such courses have comprised 5 series of 12 one-hour lectures, together forming an entity about some theme. The experience in Turku has been that such courses may gather from 200 to 300 participants, while isolated lectures draw only small audiences. The University of Turku has also sought to place some of its liberal educational lectures in the evenings, and these have been open to all comers. Similar facilities have been provided for example in the University of Oslo.

Though the University of Tampere, the former School of Social Sciences, has indeed in a number of ways sought to advance the work of adult education in Finland, (see the article by Professor Harva) its activities have not reached upon university extension. On the other hand the institution known as the summer university has assumed considerable proportions here (see the article by Larmola) and by reason of certain of its basic functional principles it can be regarded as a form of university extension.

When reasons are sought for the failure of this movement to attain the status of an essential and vigorous element in adult educational work in this country, the answer proves to be the same as that for example in Sweden, Norway, Denmark and West Germany. Finland has other thriving and better-developed forms of this work, which have apparently been able to meet the prevailing educational needs to such an extent that no urgent demand for university extension has emerged. In the first place Finland has the typical Scandinavian folk high school system, pursuing a particularly intensive mode of adult educational work, and embracing a total of 83 institutes with more than 6000 students. The civic and workers' institutes, again, once mainly concentrated in the towns but now developing into the main medium for adult education work in the rural areas, nowadays number 195, with a student body of over 150,000. Another institution common to the Scandinavian countries and particularly strongly developed in Sweden, is the study circle movement, which in Finland constitutes some 5000 groups with a total of over 55,000 members. Voluntary educational activities in Finland are further maintained by the numerous correspondence institutes and by the manifold efforts of the organisations for popular culture. It is thus not difficult to explain why university extension has not acquired a prominent role in adult educational work in this country.

Nevertheless there have recently been a number of moves in Finland to promote a more substantial undertaking in the field of university extension. The Rector of Tampere University, Paavo Koli, has proposed the establishment on broadly American lines of a university extension system embracing examinations and vocational continuation and supplementary courses. His argument for such an enterprise is the need to exploit as effectively as possible the latent intellectual reserves of the Finnish nation.

Urpo Harva, again, Professor of Adult Education at Tampere University, has pointed to the importance of a university extension system of a liberal educational nature and based on the English model. He sees the necessity for such an institution in the needs of adult educational work as a whole. The country needs more effective research in the field of adult education. Likewise the basic and continuation training of adult educationists leaves room for improvement. University extension work, having the support of university teacher and research workers, could perhaps best of all contribute to the solution of these problems. This work could thus do invaluable service to the entire sphere of adult education. Neither Koli's nor Harva's proposals have hitherto produced notable response. The question of university extension was also brought

up at the National Conference of Adult Education in autumn 1967.

In some countries where university extension labours to this day under the same disadvantages as beset Finland, successful experiments have recently been made to improve the effectiveness of the system. This has been happening for example in West Germany and Norway. It may well be that in Finland too conditions are at present emerging more favourable to the promotion of this activity than those hitherto prevailing.

SUMMER UNIVERSITIES IN FINLAND

YRJÖ LARMOLA

The summer vacation of the Finnish schools lasts three months. The summer vacation of the universities is even longer: summer is traditionally the time university teachers use for their research work and students for different field works depending on their lines of study or for work for wages. The system of the third university term is only at its beginning in Finland. The summer universities, university courses of six weeks independent from the universities proper, which are arranged everywhere in the country both in university towns and especially also in provincial centres have arisen partly to compensate the third university term. The summer university programmes include basic courses of various academic subjects, examinations required for the lowest university degree, repetition courses of the higher classes of secondary schools for those intending to enter university, and various forms of complementary training and free instruction.

The idea of the summer university is already old in Finland, but late in spreading; the first summer universities already have traditions of their own, but most have only started their activity. In 1962 the oldest summer university in Jyväskylä became 50 years of age; in the same year the report of the state committee on summer universities was completed in which the then number 8 of the summer universities was regarded as sufficient for the needs of the country. Now, five years later, the summer universities amount to 17, and almost without exception their student numbers grow up year by year.

Tasks of the summer university

When summer university activity was launched the basic idea was to give complementary training for university students. Such courses were included into the summer university programme the taking of which was not necessary for the student to acquire his degree, but which sought to deepen the basis of his studies, e.g. theory of the principles of science, new experimenting lines of research, etc. After the wars the character of university-level instruction has been changed in summer universities. The explosion-like growth of student numbers is felt as a pressure which is above all directed towards the basic courses of different lines of study: summer universities have met the need, and nowadays the main body of all summer university instruction is formed by the basic courses of the so-called university mass-subjects.

From the beginning of the summer university institution another line has paralleled with university-level instruction, namely that of civic education. According to their programmes summer universities should be open institutions in which every one can study and follow courses irrespective of his or her schooling basis. In practise this principle cannot be followed as regards the university courses with an academic step-up scale of levels, but every summer university still seeks to include courses of liberal education, above all language courses, art courses and seminars on social themes in its programme.

The third field of work later included in summer university programmes are post-graduate courses. The majority of these are pedagogic courses which aim at giving qualification for the new teachers' posts of the basic school (to be realised in Finland in near future), for which posts the instruction given in teachers' training colleges is not qualifying as such.

Summer universities serve the schooling needs of the whole country, but they still have a provincial character. They profit of the services of town libraries, provincial archives and other educational institutes, and gather the majority of their students from the economic area of the town they are situated in. The provincialism is reflected on summer university programmes by the arrangement in connection with them of special social seminars often suited to the needs of the very province: seminars on the position of a small language group, movement from the country-side into cities, protection of waters, provincial administrative planning, etc.

University-level instruction in summer universities

From the very beginning humanistic subjects have occupied a central position in summer universities and despite the fact that the programmes have become more varied these subjects have maintained their key positions. In 1967 about 74 % of all the university-level courses in the summer universities were held in the subjects of the historic linguistic department of the Arts Faculty; 56 % of the examinations passed were examinations in the subjects of the same department. The quota of the primary courses of the so-called mass subjects required

on several lines of study exersises a decisive influence on these numbers: 30 % of all instruction was given in pedagogic sciences: this comes from the fact that the lowest university level is required in pedagogics for most teachers' posts in different school forms. 13 % of all instruction consisted of the so-called pro exercitio courses in important languages (English, German ja Latin) required on most lines of study. 10 % of university-level instruction consisted of other language teaching.

Humanistic subjects are taught in all summer universities throughout the country. As for other fields, a slight spesialisation can be discerned. Instruction in political and social sciences is given in the summer universities of Tampere, Lahti and Turku, to a certain amount also in that of Helsinki. Statistics, political economy and sosiology are instructed even elsewhere. About a half of the summer universities have included basic courses in the science of law in their programmes, but these have mostly been kept at the level of elementary courses. Theological summer instruction has been given in Kuopio and Seinäjoki. Of the mathematic-scientific subjects mathematics, physics and chemistry are regarded as university mass subjects, but so many-sided laboratory rooms and so long a time are required even for basic instruction that summer universities have not usually been able to include them in their programmes — except the preparatory courses in mathematics for students intending to enter the mathematic-scientific department of a university. Only the summer universities of Oulu and Joensuu have clearly orientated themselves towards mathematic-scientific subjects.

No instruction is given in medical science in summer. The students of medicine use their summer time for practical work in clinics and as vice physicians hired by a rural community. Little instruction is given in agriculture and forestry, as well as in commercial subjects; commercial courses have been arranged only in Pori. Technical summer courses have been organised in Kotka only.

The division between university-level courses, lectures and seminars and examinations qualifying for a degree is the following in summer universities according to the division into faculties and departments at Helsinki University (according to a research made by the Student Union of Helsinki University):

Faculty	Per cent of allsummer university courses	exams
Historic-linguistic	a. 74	a. 56
Mathematic-scientific	10	2
Agro-forestrid	2	1
Law	3	6
Theology	1	2
Social sciences	10	32
Medical science	—	—

University-level courses have almost without exception been made correspondent to the requirements of universities so that they partly compensate examinations required for academic degrees. This has been achieved so that the examination requirements of some permanent university are closely followed during the courses, that course teachers come from among the teachers approved for their tasks by the university in question and that examinations are passed before professors of the permanent universities. Thus a close relation of mutual influence is born between permanent universities and summer universities following their examination reguirements. Difficulties are caused by the fact that permanent universities in Finland have not coordinated their requirement levels — there is a stipulation in the law according to which all the examinations passed for an academic final degree have to be passed within the same university — and thus there is sometimes confusion about the examinations of which summer university can be approved for the examinations of which university.

The majority of the courses are included in the requirements of the lowest university level, the approbatur.

The extension of the instruction meant for higher degrees is met with many difficulties. Not nearly all the university towns have enough libraries, archives and laboratories to support them.

The lack of teacher staff of higher levels is quite decisive in many subjects — a great part of teachers still desiring to have their summer as a holiday for their own research work. The question of the total solution of university-level summer instruction is linked up with the introduction of the third term. It has been suggested that with the widening of summer terms all university-level instruction, with the exception of post graduate courses, should be removed from summer universitites into the programmes of the summer terms.

Post-graduate instruction

The complementary training of teachers for the new basic school nowadays occupies a very central position on the continuation training programme of summer universities. The curriculum of the basic school shall include English or alternatively our second native tongue which have not until now been taught in the primary school; the present primary school teachers have not thus received any instruction in foreign language teaching. Since 1964 courses of two summer terms have been arranged for teachers in English, Swedish and Finnish (the last-mentioned for teachers of Swedish schools) in summer universities. According to a calculation made by the Ministry of Education in autumn 1966 there were 2.107 future basic school teachers receiving instruction in languages or already having received it and 7.136 acting primary school teachers still to be trained.

The training programme of basic school teachers is widening. This year the training programmes on mathematics and social sciences were added to summer university programmes. The arrangement of all these courses is

controlled by the Central Board of Schools. The seminar on basic school pedagogics, a concentrated course of four weeks, was also introduced this year, in which teachers of the present primary schools and the lower level of the secondary schools familiarised themselves with the general outlines of the school reform and its requirements.

A considerable part of even other post-graduate training in summer universities is connected with pedagogics. The extracts taken from the summer programmes in 1967 offer following examples: training course for children having difficulties with reading and writing, training course for liason teachers in vocational guidance, and training course in economic subjects were arranged in Helsinki; continuation course for teachers in mathematics in Joensuu; primary preparatory course for teacher practicants, pedagogic course in music, course for kinder garten teachers and course in swimming teaching for primary school teachers in Jyväskylä; seminar of civic institutes and seminar for youth leaders in Kokkola; continuation courses for teachers in mathematics in Kotka; courses in primary school administration, oratory and physical training, continuation courses for teachers in native tongue, seminar on landscape protection for teachers in biology and geography, and seminar on international education in Lahti; seminar for teachers in native tongue and seminar for attendants of the handicapped in Lappeenranta; seminar for handiwork teachers of the secondary school, seminar on religious instruction for primary school teachers, and pedagogic course in music in the summer university of the west of Finland in Pori; pedagogic course for teachers in religion and course for kinder garten teachers in Oulu; pedagogic course in music in Savonlinna; symposium on technology of instruction, course in special education, course in civic education for teachers in gymnastic, and course in physical training in Seinäjoki, seminar for teachers in biology and geography in Tampere; seminar on the use of the blackboard and continuation training course for teachers in native tongue in Turku.

The second great group is formed by the social, political and sociological courses. Some examples of these in summer 1967:

Course in international politics, seminar on gerontology, and seminar on society planning in Helsinki; social seminar divided into the fields of cultural planning, social policy and schooling society in Joensuu; certain central lecture and discussion themes of the Jyväskylä Summer (of which more later on) in Jyväskylä; seminar on community planning and seminar on tourism in Kokkola; seminar on communal politics in Pori; seminar on the province of Savo in Savonlinna; provincial seminar on community planning Res Botnica and seminar on school planning for the whole country Res Fennica in Seinäjoki; seminar on emigration in Vaasa.

Seminars on libraries and literature, on rationalisation, training of superiors and a secretary seminar, courses in oratory and conference technique, courses in data Processing, various courses for nurses and even a course in minerology and prospecting were also popular. On summer university programmes there were even such specialities as seminars on nuclear physics, machine-worked woodcutting, etc.

There is a permanent need for continuation training for different trade groups, and for courses in the rationalisation of industries provincially arranged. Continuation training has become the second permanent field of work in summer universities. Thus the discussion about summer universities and the summer terms of universities does not include the two alternatives, because both school forms have tasks of their own independent of each other. For continuation and complementary training is not normally given for employed persons at Finnish universities, but this has been the duty of trade unions and scientific societies. Summer universities offer flexible frames for all kinds of courses aiming at increased competence.

Free programme

Some of the most remarkable cultural occasions arranged here in summer are in a way or other connected with summer universities. The scientific-artistic festival of Jyväskylä, the Jyväskylä Summer, is the best known of them all. Its programme consists of lectures and discussions, courses in music, concerts and film presentations. The next remarkable occasion to the Jyväskylä Summer is the international writers' conference in Lahti arranged every second year (in years 1963, 64, 66 and again 68). In the connection with the summer university of Joensuu there is a cultural seminar whose programme consists of courses in pictorial art, literature and music, concerts, exhibitions and lectures. A Scandinavian writers' seminar was arranged in Vaasa in 1967, an opera and music festival in the connection with the university of Savonlinna.

Courses in music and seminars belong to the most popular free programmes in summer universities. Alongside with them go courses in oratory and theatre. The summer university programmes of 1967 also included courses in modern danse and solo singing, and a course for wind instrument musicians. The summer universities of Lahti and Lappeenranta organised topical lectures on various fields of science for the public, the so-called Studia Generalia series.

Practical language instruction forms one of the main sections in the instruction of free subjects. Courses in English, German and Swedish were arranged in most summer universities and courses in French, Russian, Italian and Spanish in several of them, courses in Norwegian and Hungarian in some. Finnish courses for foreigners, next for those from the other Scandinavian countries, were organised in Jyväskylä, in Rovaniemi, the summer university of Lapland, and in Tampere. In some universities — in addition to Joensuu and Lahti, the university towns proper — language teachers make use of the language studio.

Administration and finance of summer universities

Summer universities have three financing souces: the state aid granted to the "established summer universities", being in practice profited of

since the third year of activity, also granted as a recompense for the arrangenment of training courses for basic school teachers, the support given by the host town and the neigbouring communities, and the study fees. The relation between these three main factors varies to a certain amount in the estimate of the revenue of different summer universities, but the variation is regulated by the uniform level of study fees being gradually established. In general summer instruction, as all university instruction, is cheap in Finland. (The low cost of study is necessary, because the finance system of study still has to be created). The quota of the state is approximately 20—25 % of the income ot the summer universities according to an unofficial inquiry made in autumn 1967. The economic support given by the neighbouring communities of the summer universities is usually small. For the greatest part the summer universities are an expression of the cultural will and, on the other hand, ambitions of their host towns.

The administration of the summer universities differs quite a lot. The summer university of Jyväskylä is administratively and officially the summer term of Jyväskylä University. The summer university of Turku is in fact the summer term of Turku University, but administratively it is independent from the University. The summer university of the Helsinki region is a mutual enterprise of several communities which stand quite apart from the University of Helsinki. Some summer universities may even be institutions of the town, in which salaries are paid by the town. The organiser of most is a university association or a summer university committee, in which the communities of the economic area are represented. The unofficial coordinating organ of summer university activity being developed does not even aim at the administrative coordination of the institutes, but at the common planning of their programmes and spesialisation plans, the establishment of a uniform level of salaries and fees, and entering the negotiations with the state authorities as a homogeneous group.

When discussing the position of summer universities in connection with the plans for the third university term it has been suggested that summer universities should each be subordinated to the administrative control of their mother universities — the permanent universities whose examination requirements the summer universities follow in their academic instruction. This might prove useful, but not necessary, as regards academic studies, but this kind of relation would not be necessary at all when seeking to intensify continuation training programme and course activity of free subjects. For such as they now are, rising from a liberal basis and meeting the regional schooling need, summer universities represent a rarely flexible and useful type of school in our circumstances.

Addresses in Finnish adult education

The Central Board of Schools,
E. Esplanadink. 16, Helsinki 13

Institute of Adult Education, Tampere University,
Kalevankatu 4, Tampere

The Society for Popular Culture (Kansanvalistusseura),
Museokatu 18 A 2, Helsinki 10

The Finnish Adult Education Committee,
Museokatu 18 A 2, Helsinki 10

The People's Educational Association (Folkets Bildningsförbund),
Mannerheimintie 43 A, Helsinki 25

Union for the Promotion of Popular Education (Kansan Sivistystyön Lii
Simonkatu 8 A 2, Helsinki 10

The Central League for Study Circle Activity,
Hietalahdenkatu 8, Helsinki 18

The Finnish Folk High School Association,
Cygnaeuksenkatu 4 B, Helsinki 10

The Finnish Library Association,
Museokatu 18 A 8, Helsinki 10

The Youth League of Finland,
Simonkatu 12 B, Helsinki 10

The Friends of Swedish Primary Schools,
Annankatu 12, Helsinki 12

The Swedish League for Study Circle Activity,
Annankatu 12, Helsinki 12

The Union of Workers' Institutes,
Cygnaeuksenkatu 4 B 10, Helsinki 10

The Workers' Educational Association,
IV linja 3—5 F, Helsinki 53

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